



## Development, Education and Socialization of the Personality of the Child

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**Annotation:** This article contains information about the development, upbringing and socialization of the child's personality. In particular, information about personality, the concept of personality, personality development, and personality socialization, general mechanisms of socialization, axiological approach and factors influencing the formation of a child's personality are covered: heredity, environment and upbringing.

**Keywords:** Individual, individuality, individual approach, social relations, personality, personality of the child, development, personality development, socialization, socialization of the child, heredity, education, upbringing of the child, physical and mental maturity, age-psychological characteristics.

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We know that "Decree of the President of the Republic of Uzbekistan on the Development Strategy of New Uzbekistan for 2022-2026 (January 28, 2022. DP-60):

Goal 38: Increase preschool enrollment from the current 67 percent to at least 80 percent.

In the 2022/2023 academic year, increase the enrollment of 6-year-old children in the preschool system to 90%, and by the end of the 2024/2025 academic year, to 100%.

Creation of more than 7,000 new non-governmental organizations of preschool education by attracting private sector funds to the system of preschool education.

Goal 39: Bringing the quality of education to a new level in the system of preschool education.

Implementation of an improved system for improving the professional training and qualifications of kindergarten workers.

Professional development of more than 160,000 teachers in 2022-2026

Improving preschool educational processes based on evidence-based approaches.

Goal 40: Ensure the targeted and efficient use of budgetary funds in the system of preschool education.

Creation of the necessary conditions for the transparent implementation of financial processes in the system of preschool education.”<sup>1</sup>

It is known that an individual remains an individual until a certain age. "Individual" comes from the Latin word "individuum", which means "indivisible", "separate", "single". An individual is a separate living being belonging to a biological species. Individuality lies in deep knowledge and consideration in the process of educating the personal characteristics and living conditions of the child. An individual approach is important in the manifestation of the mental abilities of students, interest in learning, talent. Children's actions are formed as a result of their participation in the process of conscious social relations.

A person is a member of a certain society, he is psychologically developed, differs from others in his characteristics and behavior. The concept of personality refers to a person and serves to express a particular person, that is, a member of a particular society. In order to become a personality, a child must develop mentally, differ from others in their characteristics and qualities. The conditions of the social environment and upbringing are necessary for the child to become a personality as a social being. Under their influence, the child develops as a person.

The concept of personality refers to a person and serves to represent a member of society, psychologically developed, different from others in their personal characteristics and behavior, possessing a certain worldview and worldview. Movement is a unique factor in personality formation. The child (infant) also performs different actions. However, in the future, these actions become conditioned reflexes that do not arise consciously, but in response to unconditioned and conditioned stimuli. The formation of speech in an infant, as well as the beginning of conscious actions organized by him and, of course, participation in the process of social relations are the first stages in the formation of personality.

In the state requirements for the development of children of primary and preschool age of the Republic of Uzbekistan: “The goals and objectives of preschool education and upbringing are:

- taking into account the personal needs of the child, based on state requirements for the development of children of primary and preschool age and in accordance with the state program of preschool education and upbringing, creates favorable conditions for its comprehensive and comprehensive development;
- organization and implementation of the process of education and upbringing of preschool children;
- organization and implementation of mutual cooperation of the family and the local community in matters of early development of children”<sup>2</sup>.

Development is a complex process that expresses the essence of quantitative and qualitative changes that are manifested in the physiological and intellectual growth of a person. Development in essence is a transition from simple to complex, from bottom to top, from old qualities to new states, renewal, the emergence of new ones, the disappearance of old ones, a change in quantity into a change in quality. The source of its development is the struggle of opposites.

The development of the child's personality is based on the philosophical doctrine that man is a social being. At the same time, man is a living, biological being. Therefore, the laws of the development of nature are also important in its development. Also, since a person is evaluated as a

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<sup>1</sup> Decree of the President of the Republic of Uzbekistan DP No. 60 on the Development Strategy of New Uzbekistan for 2022-2026. January 28, 2022

<sup>2</sup> State requirements for the development of children of primary and preschool age of the Republic of Uzbekistan. - T.: United Nations Children's Fund (UNICEF), 2020.

whole being, his development is influenced by psychological, biological and social laws together; they cannot be separated from each other. After all, along with age, education, life experience, other tragic situations and diseases affect the activity and lifestyle of the child.

The personality of a child changes throughout his life. He matures both socially and psychologically, and with the appropriate upbringing given to the child, he matures as a member of society and takes his rightful place in a complex system of social relations. Because education affects development.

In order to correctly see the qualities of the child's personality and give an accurate assessment, it is necessary to observe him in the process of various relationships. Therefore, in order to correctly solve the problem of developing a child's personality, it is necessary to know the factors that influence his behavior and personality traits.

It is desirable to know and take into account the laws of growth and development so that upbringing has an effective impact on the child. Thus, there is a two-way relationship between development and education. In order for a child to become a personality as a social being, the conditions of the social environment and upbringing are necessary. Under their influence, the child develops as a person.<sup>3</sup>

The socialization of a person is the process and result of improving the psychological functions of a child under the influence of education, the assimilation of social and moral values, norms and rules of behavior, enrichment of the worldview.

The personality of the child is formed in the process of social relations. Because in the learning process, children are taught situations and events related to living together in society. In this process, the child's personality "enters" society and interacts with it. They acquire a certain social experience (knowledge, value, moral rule, instruction), that is, they are socialized.<sup>4</sup>

Socialization is a long and complex process. Since in the process of development of any society a system of social and moral values, moral norms and rules is developed, every child will have the opportunity to live in this society and become a member of it, having accepted and mastered the above rules. To do this, society in one way or another affects the individual. This effect is realized through education. On the other hand, the formation of personality is influenced by various ideas and the social environment. The personality of the child interacts with social norms and moral rules and assimilates them.

The process of socialization has internal contradictions. A socialized person must meet the requirements of society, "enter" it, resist the negative aspects of the development of society, life situations that hinder the individual development of a person. However, sometimes the opposite happens in life: there are people who are fully socialized, enter society, but do not actively fight against some negative situations in the environment. In many ways, this situation applies to the whole society, educational institutions, educators and parents. The contradiction in education can be eliminated only with the help of the idea of humanity.

The process of socialization is complex in terms of its qualitative characteristics, structure, laws, factors, conditions, management, manifestation in a socialized person (his characteristics, qualities, features). For this reason, it reflects various - cultural, moral, legal, labor, psychological manifestations of socialization, which are considered by various disciplines.<sup>5</sup>

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<sup>3</sup> Sarsenbayeva R.M. Methods of educational work. Toolkit. - T.: "Finance-Economy", 2019. - 388 p.

<sup>4</sup> Eshonkhodzhaeva O.O. Development of preschool education in Uzbekistan. - T.: Science, 1996. - 246 p.

<sup>5</sup> Egamberdieva N. Social pedagogy. Textbook. - T.: Publishing house of the National Library of Uzbekistan named after Alisher Navoi, 2009. - 234 p.

With regard to pedagogy, the process of socialization in this area is considered with special attention as a type of pedagogical socialization, taking into account the specifics of the subject, area and needs of pedagogy. It is the result of the process and the emergence of socially conditioned and important pedagogical newly formed experiences of the child from the moment of his birth - upbringing, education, training and development, as well as their continuous change (improvement) throughout his later life.

In this case, there is no careless approach to the personality of the child, and he is the subject of social relations and the pedagogical system, that is, he is active and independent in gaining experience and shaping himself, while taking responsibility for his own life path is considered as a reasonable subject. The task of pedagogy is to help the child grow up as a thinking person, a socially active citizen who understands his place and behavior in society, the direction of his desires and goals, to preserve and strengthen universal human values together with teachers and educators. the pedagogical system in society is to help him become a comprehensively developed personality.

The following general mechanisms of socialization are distinguished: traditional, institutional, interpersonal, reflexive. The following general mechanisms of socialization are distinguished:<sup>6</sup>

- involvement of children in social activities through the traditional - family and close environment, the creation of favorable conditions for activity and communication;
- creation of the necessary conditions and opportunities for the development of students by institutional and social institutions and educational institutions;
- interpersonal - involving children in the system of social relations, developing their communication skills;
- reflexive - the development of individual consciousness through pedagogical support of self-consciousness, self-esteem, self-design.

An important condition for the socialization of the child's personality is the formation of his social competence. Social competence is expressed in communication with other children, which requires the child to be able to direct and manage social situations. The main functions of social competence include adaptability, social orientation, personal integration and general social experience.

Social experience reflects an integral description of the result of the socialization of the child's personality and requires justification of the activity and axiological approaches. From the point of view of the activity approach, social experience reflects the totality of spiritual and moral values and norms that arise as a result of the child's interaction with other children and the environment. For this reason, it is advisable to consider the "experience of self-government" as a component of social experience aimed at shaping a person's culture of self-organization and self-correction. The involvement of the individual in the subject-subject relationship as the main social spheres of the formation of the experience of self-government; one can include such things as the formation of initiative in the subject and the adoption of universal examples of self-learning in the process of life.

From the point of view of the axiological approach, the formation of a person's social experience occurs in two interrelated directions. Firstly, the formation of a person's value orientation as the essence of a child's life, spiritual and moral norms and rules in interpersonal relations, and secondly, mutual activity, expressed in self-management with a high position from a personal point of view. The type of behavior in the process reflects the connection with the acquisition of social and life norms of behavior.

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<sup>6</sup> Egamberdieva N. Social pedagogy. Textbook. - T.: Publishing house of the National Library of Uzbekistan named after Alisher Navoi, 2009. - 234 p.

The focus of children on self-government as a pedagogical phenomenon requires a combination of intellectual, emotional-emotional and activity orientations associated with the development of personal potential, and serves to increase the social activity of children based on a high level of development of their creative abilities. capabilities. The acquisition of social experience by children should be carried out in the following stages:

Social adaptation: the ability to determine one's place in social situations, adaptability and mobilization to the situation;

Project adaptation: self-awareness in the process of social activity, the ability to choose the norms of individual behavior accept the basic norms of social activity and demonstrate them in activity.

We know that there has long been a debate in science about determining the relationship between the influence of biological and social factors on the development of a child as a person.

Representatives of the philosophical current, as opposed to the biological current, determine development with a social factor. Representatives of this trend show that the physical and mental development of a child's personality depends on the environment in which he lives.

The environment means all external influences in the conditions in which the child lives. From this point of view, it is possible for a child to adapt to the social conditions in which he lives thanks to his upbringing.

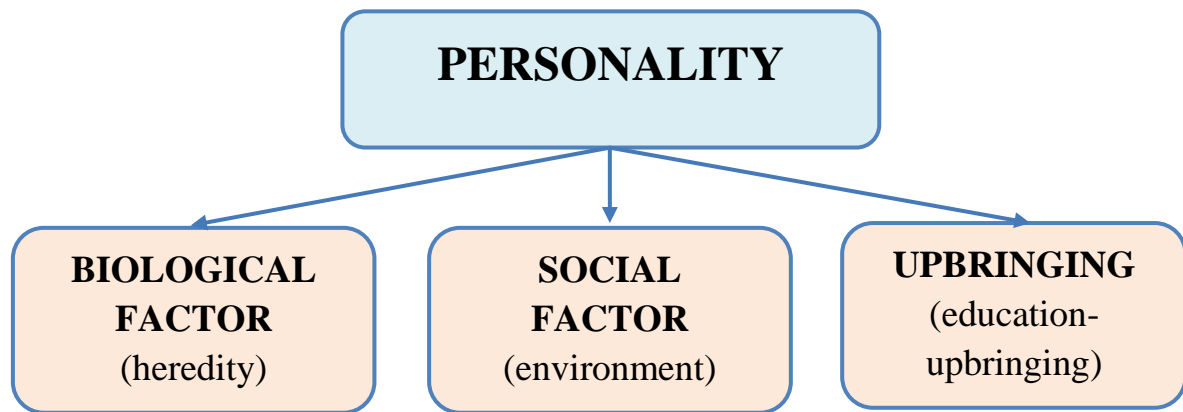
They see the role of the social environment as a decisive factor. Therefore, the development and progress of the child as a person, his maturation as a person, generation (biological factor), social environment (the conditions in which the child lives), as well as upbringing carried out according to the goal, are equally important. When determining the influence of these factors, they rely on the teachings of leading scientists, educators, psychologists and philosophers.

In philosophy, a person is considered as a complex reality of social life associated with society. They believe that the spiritual wealth of a person depends on his relationships.

The philosophical-anthropological approach is aimed at the spiritual world of the child in accordance with its research and educational function. That is why this approach, unlike other existing scientific or epistemological approaches in pedagogy, requires the organization of the educational process based on communication and mutual understanding.

The uniqueness of this approach requires looking at all subjects of the educational process not only as a worldview, but also as a way of being. This way of being must be understood first of all as the awareness of existence. Secondly, it is desirable to constantly define this way of being as a way of communicating with oneself, others and other cultures.

Factors influencing the formation of a child's personality are shown in the following "figure":



**Figure. Factors influencing the formation of a child's personality.**

The influence of the social environment on a person is also important. This is done through education. *Firstly*, under the influence of education, knowledge and information are acquired that the environment could not give, skills and competencies associated with labor and technical activities are formed. *Secondly*, due to upbringing, congenital defects also change, and a person grows up. *Thirdly*, through education, the negative impact of the environment can be eliminated. *Fourth*, education sets a goal for the future. So education and development influence each other, this education is continuous and continuous.<sup>7</sup>

Thus, we can conclude that education plays a leading role in the development of a child's personality, and thanks to education, he is able to develop in all aspects under the influence of his pedigree, family environment, social environment.

Anatomical, physiological (physical) and psychological features characteristic of a certain age period are called age characteristics. Educational and educational work is organized taking into account these characteristics of young people. Then the influence of upbringing on the development of the child will be strong. Anatomical, physiological (physical) and psychological features characteristic of a certain age period are called age characteristics.

It is important to know and take into account the characteristics of different age periods in the development of a child in order to properly approach the upbringing of children and successfully teach them. Because the growth and development of the child's body and mental development at different ages are different. Abu Ali Ibn Sina, John Amos Comenius, Abdullah Avlani also emphasized the need to raise a child.

It is very difficult to take into account the unique characteristics of the child. Because even children of the same age can be mentally different. For example, sight and hearing, activity, quick perception, slowness of thought, impulsiveness or restraint, eloquence or lack of eloquence, energy or lack of enthusiasm, laziness or industriousness, laziness and carelessness in work, compactness or speed in work. Effects of the nervous system, and the teacher or educator must know them.

In order to know the individual characteristics of the child, it is important to know the general types of temperament and characteristics of the child, to know the methodology. Temperament (Latin "temperamentum" means "the ratio of parts to each other") - a set of individual psychological characteristics of a person.

There are also certain patterns of development of different age periods. The physical and mental development of a preschooler is conditionally divided into the following periods:

<sup>7</sup> Eshonkhodzhaeva O.O. Development of preschool education in Uzbekistan. - T.: Science, 1996. - 246 p.



1. Infant age (up to 1 year);
2. Early age (1-2 years);
3. First kindergarten age (2-3 years);
4. Young age (3-4 years);
5. Average age (4-5 years);
6. Older age (5-6 years);
7. Preparatory period for school (6-7 years, compulsory education).

During these periods, the behavior of children begins to acquire a positive content. This period is very important for the position of the child in society, interaction with other children in society.

In conclusion, it can be noted that the behavior, behavior, upbringing and health of children working in an educational institution are of great importance. Because these aspects are important conditions for preparing children for life and becoming active citizens of society in the future.

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